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ABSTRACT

In 1971 a study was conducted to determine the impact of 14 national social studies projects in high schools in Kansas and Missouri. Specifically, the study explored degree of teacher familiarity with the projects; extent to which teachers were using project materials; how the materials were being used; how teachers had been introduced to the materials; whether the materials were having a temporary or permanent impact; and the degree to which particular disciplines were being affected by the projects. The projects included the High School Geography Project, Harvard Social Studies Project (HSSP), High School Curriculum for Able Students, Anthropology Curriculum Study Project, Developmental Economic Education Program, Sociological Resources for the Social Studies, and Asian Studies Inquiry Program. Data were collected by questionnaire from two samples of 250 social studies teachers in Kansas and Missouri. Among the 20 major findings were that (1) teachers were most familiar with the HSSP; (2) least known projects were those not available through commercial publishers; (3) most frequently used materials were those of the HSSP; (4) most teachers learned of projects in college methods courses; (5) in all cases of project material use, 92% of the teachers anticipated continuing use; (6) projects had greatest impact in American history courses; and (7) projects had least impact in areas of anthropology and geography. (AV)

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THE NATIONAL SOCIAL STUDIES PROJECTS:

A Survey of Curriculum Implementation in Missouri and Kansas

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TABLE OF CONTENTS

CHAPTER I

Page

The National Social Studies Project: A Survey of Curriculum Implementation in Missouri and Kansas 1

Statement of the Problem 2

Relevance of the Findings 3

Special Limitations. 4

CHAPTER II

Research Procedures 6

Selection of Sub-Samples 6

The Data Gathering Instrument. 6

Data Gathering Procedures. 6

Treatment of the Data. 7

CHAPTER III

Analysis of Data. 8

General Information. 8

Distribution of Teaching Assignments 8

Teacher Familiarity With Project Material 10

Teacher Use of Project Material 12

Way in Which Project Materials are Being Used 14

Manner of Introduction to Project Materials. 30

Teacher Intention to Readopt or Continue Use of Materials. 46

Project Material--Use By Subject Areas 62

TABLE OF CONTENTS
(continued)

CHAPTER IV

Summary and Conclusions 78

Summary of Findings. 78

Conclusions. 80

References. 83

Appendix A
The Questionnaire 84

Appendix B
Cover Letter. 99

Chapter I

THE NATIONAL SOCIAL STUDIES PROJECTS:

A Survey of Curriculum Implementation in Missouri and Kansas

The decade of the 1960's has been repeatedly characterized as a period of "revolution" in social studies curriculum development. After many decades during which virtually no money and only meager intellectual resources were expended in producing new curricula for the social studies, the 60's saw many millions of dollars poured into social studies curriculum development by the United States Office of Education and by other such agencies as the National Science Foundation. The projects funded by these and other agencies were characterized collectively as "Project Social Studies" and the new curriculum which began to emerge from them are popularly referred to as the "new social studies".

More than 60 national curriculum development projects have been funded to develop various elements of an elementary or secondary social studies curriculum, bringing to bear on the question of what the social studies ought to be, the most awesome array of intellectual power and talent ever imagined for such a task. These projects, being uncoordinated, have approached the task of social studies curriculum development in diverse ways. The scope of the projects ranges from those which are attempting to develop a comprehensive social studies program for K-12 (e.g., The Greater Cleveland Social Studies Program and the Educational Development Center Project) to those which are developing curriculum materials to support the teaching of particular topics such as Africa south of the Sahara (Project Africa), American Foreigh Policy (North Central Association Foreign Relations Project), and Asian studies (Asian Studies Inquiry Project). By far the larger number of the projects focus upon development of materials for support of special courses and disciplines. Such projects include the Anthropology Curriculum Study Project at the University of Chicago, the Committee on the Study of History (American history) at Newberry Library, Chicago, High School Geography Project at the University of Colorado, Sociological Resources for the Social Studies at the University of Michigan, and several projects in economics.

The projects also differ in the nature of their materials and the use intended. Several projects, among them the Minnesota Project Social Studies, have developed teacher guides, resource units and courses. Several have attempted to develop complete curriculum packages (textbook materials, visual and audio aids, and teacher guides) for one or more courses. Others have developed basic textbook materials, leaving the choice of supple-

mentary reading and audio-visual aids to teachers. Some, like Edwin Fenton's project at Carnegie-Mellon University (The High School Social Studies Curriculum for Able Students) have published their materials in rather traditional clothbound textbook form, while most of the projects have published their materials in paperback unit-book form, allowing teachers greater flexibility in adoption and use.

The projects also differ to some extent in their emphasis upon expository vs. inquiry teaching. The greater portion of the material produced by the projects would seem to aim toward a greater emphasis upon pupil inquiry and the mastery of methods of research, organization, and interpretation employed by social scientists.

Materials produced by the projects began to become available as early as 1964. During that year the first of the 11th grade American history unitbooks produced by the "Committee on the Study of History" were published under the direction of Richard Brown and Van Halsey. This project was more typically called the Amherst Project. In 1966 the North Central Association Foreign Relations Project under the umbrella of "Project social studies" began updating some materials produced earlier. Between 1966 and 1969 this project published or republished a series of unit-books to support the teaching of units on foreign policy entitled "The Foreign Relations Series". During the years 1968-70, most of the major projects dealing with the high school social studies curriculum published all or some of their materials. Major exception to this include the High School Curriculum Center in Government which is producing new civics and American government courses, still in the production or pilot stage, and the K-12 projects of EDC and Greater Cleveland.

But what is the present impact of this extraordinary expenditure of money, time, and talent? Is there, indeed a "New Social Studies"? Are teachers adopting and using the new curriculum materials? Which dissemination practices are effective? How and where are the new materials being employed? At the time of this writing no study of state, regional, or national scope has been reported in response to these and many other vital subordinate questions.

STATEMENT OF THE PROBLEM

The purpose of this study, stated broadly, is to determine the present impact of Project social studies and of the so-called "New social studies" in the public high schools of Missouri and Kansas. Specifically, the study will attempt to answer the following questions:

1) To what extent are the curriculum materials produced by each of the following 14 projects (applicable to high schools) being used in the public high schools of Missouri and Kansas?

a) High School Curriculum for Able Students
b) University of Minnesota Project Social Studies
c) Anthropology Curriculum Study Project
d) Basic Concepts in History and the Social Studies
e) Committee on the Study of History
f) Developmental Economic Education Program (DEEP)
g) Development of Economic Curriculum Materials for Secondary Schools
h) Econ 12
i) High School Geography Project
j) Sociological Resources for the Social Studies
k) Asian Studies Inquiry Program
l) Project Africa
m) Harvard Social Studies Project
n) North Central Association Foreign Relations Project

2) To what extent are public high school social studies teachers in Missouri and Kansas familiar with the products of <u>each</u> of the projects?

3) Where project materials are being used, how are they being used: a) as complete curriculum packages, b) as textbook materials, c) as selected unit books (unit support materials), d) as resource units or teacher guides, or e) as reference materials?

4) Where project materials are being used, how did teachers become familiar with the materials: a) college courses, b) in-service programs, c) special institutes or workshops, d) professional literature, e) publisher's agent or f) in another way?

5) Where project materials are being used, is the impact positive and continuous or negative and temporary?

6) Where project materials are being used, which disciplines or subjects are most widely affected?

RELEVANCE OF THE FINDINGS

The findings of this investigation should be of considerable interest and significance to several agencies and groups. First, the agencies funding the various projects should be quite concerned that money invested in such endeavors be well spent in terms of the intended widespread impact of the products in high school classrooms. Secondly, both projects and funding agencies should be concerned with the apparent temporary or permanent impact of their materials in classrooms. Projects, especially those still operative, should be qute concerned with the way in which their materials are being employed by teachers. Future materials might well be revised in light of the use to which

presently published materials are put. College and university social studies education specialists in the Midwest are quite concerned as to their effectiveness in promoting a "New social studies curriculum" for the schools. All of these should be quite concerned as to how the "New social studies" materials are introduced into the public schools. What agencies are most effective in disseminating a persuasive knowledge of the new materials to social studies teachers? The answer to this question could be most important in arranging for the "New social studies" of the 60's to have a maximum impact in the classrooms of the 70's.

SPECIAL LIMITATIONS

It is important to note the following limitation, applicable primarily to interpretations of this study's findings:

1) It is not the purpose of this study to compare projects. To attempt to say which projects "are doing best" would be quite unfair and useless since some projects have been commercially published for years (e.g., Carnegie-Mellon's project, The Harvard Project, North Central Association's Foreign Relations Project, etc.), whereas some others have been published only recently (e.g.) High School Geography Project and Sociological Resources for Secondary Schools, and still others such as the Minnesota project and several economics projects are not commercially published and are, therefore, not so easily available to teachers. Comparisons are also rendered useless by virtue of the differences in applicability of the projects. Carnegie-Mellon's project, for example, is pertinent for virtually all social studies teachers and would logically be widely known. Whereas, the Econ 12 project is appropriate only to teachers of twelfth grade economics courses.

2) It is not the purpose of this tudy to compare the states of Missouri and Kansas--nor in any special way to avoid such comparisons. Data on the two states are shown separately in most tables in order to facilitate separate reports within the two states.

3) It is not the purpose of this study to provide a final report on the impact of the social studies projects in the midwest. Many projects such as the Anthropology Study Project and the Political Science Project of Indiana University have only begun to make their new curricula available to schools for adoption. A follow-up report to this one will certainly be appropriate in two to three years.

4) There is no intent in this study to deal with the social studies projects in any relationship to courses in psychology. Psychology data appears in some tables since the states of Missouri and Kansas (State Department of Education) categorize psychology with the social studies--therefore, some members of the sample do teach courses in psychology. The present researchers do not choose to make this categorization, and our comments regarding psychology appear in the findings and conclusions of this study.

Chapter II

RESEARCH PROCEDURES

This chapter describes the procedures used by the investigators in the selection of a sample, designing of the data-gathering instrument, gathering of the data, and treatment and interpretation of the data.

SELECTION OF SUB-SAMPLES

Using records available in the state departments of education in Missouri and Kansas, two sub-samples of 250 high school social studies teachers were selected in each state. The samples in each case were selected by means of a table of random numbers. The Kansas sample was selected from an up-to-date (1970-71) teacher list; whereas it was necessary to select the Missouri sample from the 1969-70 teacher list. The latter situation was necessary since teacher lists in Missouri are not available until May of each school year--too late for research purposes. This situation resulted in a reduced response in the state of Missouri.

THE DATA GATHERING INSTRUMENT

The data was gathered by means of a questionnaire designed by the investigators (see Appendix A). The questionnaire requested that each participant designate his current teaching assignment--then to respond to items reflecting the "Statement of the Problem" for each of fourteen national social studies projects. Each set of questions was preceeded by a brief description of the project, with information adequate enough to assure that the project and its material products would be clearly recognized.

DATA GATHERING PROCEDURES

The questionnaires were mailed with a cover letter (Appendix B) to the 500 members of the selected sub-samples in March of 1971. Two weeks after the mailing of the questionnaire, a follow-up letter was mailed to all of those teachers whose response had not been received. Two weeks later, yet another follow-up letter was sent, this one accompanied by a second copy of the questionnaire.

The result of this procedure was a return of 179 questionnaires in the state of Missouri and 225 questionnaires in the state of Kansas. (Note explanation of this difference in response in a previous section.) The total two-state sample consisted of 404 teachers, an 81% return on questionnaires mailed.

TREATMENT OF THE DATA

The data collected by means of the questionnaire were recorded, coded and the necessary computations were made by means of electronic computer. The questions which the study proposed to answer required frequencies and percentages. The resulting data are reported in Chapter III.

Chapter III

ANALYSIS OF DATA

The purpose of this chapter is to analyze and report the data, secured by questionnaire, from four hundred and four Missouri and Kansas high school social studies teachers. The data determines the impact of Project Social Studies and of the so-called "New Social Studies" in the public high schools of Missouri and Kansas.

Tables are used throughout the chapter to facilitate comprehension of the data. In all tables, where percents are used, they are rounded to the nearest tenth. The use of percents and frequencies of occurrence provide the most meaningful presentation of the data.

GENERAL INFORMATION

The four hundred and four teachers responding to the questionnaire represent an 81 percent total return. Differences in the percent of returns for the two states included in the study are disclosed in Table One.

DISTRIBUTION OF TEACHING ASSIGNMENTS

Table One discloses the distribution of the teaching assignments of the teachers participating in the study. American History, (230 teachers) World history, (168 teachers) and Political Science (143 teachers) were the most frequently taught courses; in contrast only three teachers offered courses in anthropology.

Table 1

DISTRIBUTION OF TEACHING ASSIGNMENTS

Subject	Missouri (n=179) f	%*	Kansas (n=225) f	%	Total (n=404) f	%
World History	79	44	89	39	168	41
American History	85	48	145	64	230	57
Anthropology	0	0	3	1	3	1
Sociology	30	17	57	25	87	24
Economics	21	12	34	15	55	13
Political Science	30	17	113	50	143	35
Geography	38	21	23	10	61	15
Contemporary Problems	28	16	40	18	68	17
Psychology	17	10	42	19	59	15

* % of n teaching one or more class sections

TEACHER FAMILIARITY WITH PROJECT MATERIAL

The participating teachers were asked to indicate their familiarity with each of the fourteen social studies projects used in the study. Table two discloses the frequency and percent of teachers indicating familiarity with each of the projects. Project abbreviations (e.g. Fenton) are used in the tables to facilitate brevity and easy association.

Donald Oliver's "Harvard Social Studies Project" one hundred and sixty-four teachers (41 percent), Edwin Rozwenc's "Basic Concepts in History and the Social Sciences" one hundred and forty-five teachers (36 percent) and Edwin Fenton's, "High School Curriculum for Able Students", one hundred-forty teachers (35 percent) were the projects most familiar to the teachers participating in the study.

In no instance were a majority of the teachers familiar with any one of the fourteen projects. The projects that were least known were those not available through commercial publishers.

Table 2

FAMILIARITY OF TEACHERS WITH PROJECT MATERIALS

Project	Missouri (n=179) f	%*	Kansas (n=226) f	%	Total (n=404) f	%
FENTON	68	38	72	32	140	35
WEST	7	4	14	6	21	5
ANTHRO	16	9	19	8	35	9
ROZWENC	51	28	94	42	145	36
BROWN	41	23	55	24	96	24
DEEP	25	14	30	13	55	13
LOVENSTEIN	6	4	6	3	12	3
ECON 12	8	5	7	3	15	4
HSGP	37	21	16	7	53	13
SRSS	39	22	37	16	76	19
ASIA	39	22	39	17	78	19
AFRICA	13	7	17	7	30	8
OLIVER	79	44	85	37	164	41
NCA FRP	34	20	39	17	73	18

* Percentage f of n

TEACHER USE OF PROJECT MATERIAL

The purpose of this section is to ascertain the frequency and percent of teachers that were actually using the materials produced by the fourteen social studies projects identified in this study. These data are presented in Table Three.

The most frequently used materials were those of the "Harvard Social Studies Project". Eighty-six teachers, or 21 percent of the total sample, were using the material. Fenton's and Rozwenc's projects were rated second (16 percent) and third (15 percent) in use by participating teachers. The most used project materials were those of more general applicability.

It is interesting to note the differences between teacher familiarity with project materials (Table 2,p) and their actual use of the materials (Table 3,p). In only one instance were fifty percent or more of the teachers that were familiar with a project actually using the project materials. (Oliver's Harvard Social Studies Project)

Table 3

USE OF PROJECT MATERIALS

PROJECT	Missouri (n=179) f	% *	Kansas (n=226) f	%	Total (n=404) f	%
FENTON	29	16	35	15	64	16
WEST	1	1	6	2	7	2
ANTHRO	5	3	5	2	10	2
ROZWENC	15	8	44	19	59	15
BROWN	9	5	25	11	34	8
DEEP	7	4	15	7	22	5
LOVENSTEIN	1	1	1	1	2	1
ECON 12	1	1	2	1	3	1
HSGP	6	4	5	2	11	3
SRSS	12	7	27	12	39	9
ASIA	14	8	17	8	31	8
AFRICA	0	0	7	3	7	2
OLIVER	42	23	44	19	86	21
NCA FRP	15	8	15	7	30	7

* Percentage f of n

WAY IN WHICH PROJECT MATERIALS ARE BEING USED

The teachers that indicated the use of various project materials were asked to distinguish how they were using the material. They were given up to five choices and asked to indicate the one which best characterized the way they were using the material. The usage options and definitions stated on the teacher questionnaire are as follows:

1) Curriculum packages. Some of the projects have produced, in addition to student textbook materials, all necessary supporting materials and media (records, filmstrips, films, transparencies, etc.) useful for implementation. If you have adopted such a complete package, place an x in the appropriate space.

2) Textbooks. Many projects have developed textbook materials for complete courses of study (e.g. 11th grade American History). Some of these course text materials are bound within one cloth or paper cover, while others are published as a series of small paperback "unit books." If your course is based primarily on a single project's textbook materials, place an x in the appropriate space.

3) Selected Unit Books. As noted above, many projects are developing their programs in the form of small unit books or "episode" booklets. If you are building some (but not most) of your teaching units around such materials, produced by a particular project, place an x in the appropriate space.

4) Resource Units and Teacher Guides. Several of the projects have not attempted to develop complete curriculum packages or textbook materials. Instead they have developed resource units and materials, or teacher guides which identify concepts or generalizations, prescribing materials and strategies for attaining them. If you are building your course around these materials, place an x in the appropriate space.

5) Reference Books. Many of the project materials could be useful for occasional references by students or teachers. If you employ materials this way, place an x in the appropriate space.

Tables four - seventeen disclose the way that each of the fourteen projects were being used by the participating teachers. The reader is urged to examine each table since generalizations applicable to the way all projects are being used is not possible.

A brief analysis is provided of the three most used project materials. Oliver's Harvard Curriculum was being used as a basic text by only five teachers, or six percent of the total users.

Forty-seven teachers (55 percent of total users) were using selected unit books developed by the project to supplement a basic text. Thirty-four teachers (40 percent of total users) were using the materials for reference purposes only.

The unit books for American History produced by Rozwenc's project were being used as a base text by only four teachers (2 percent of total users) while twelve teachers (20 percent of total users) were using selected unit books as supplements to a basic text. The vast majority of the teachers using the project materials (73 percent) employed the materials only as reference works.

Fenton's "Curriculum for Able Students" was being used by eighteen teachers (29 percent of total users) as a complete curriculum package. Nineteen teachers (31 percent of total users) were using only the textbooks while twenty-five teachers (40 percent of total users) used the materials only for reference purposes.

Table 4

WAY IN WHICH PROJECT MATERIALS ARE USED:
HIGH SCHOOL CURRICULUM FOR ABLE STUDENTS (FENTON)

Use	Missouri (n=29)		Kansas (n=33)		Total (n=64)	
	f	%*	f	%	f	%
Complete Curriculum Package	13	45	5	15	18	29
Textbooks	7	24	12	36	19	31
Reference material	9	31	16	48	25	40

*Percentage f of n
Note: n=number of teachers who use the materials

Table 5

WAY IN WHICH PROJECT MATERIALS ARE USED:
UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES (WEST)

Use	Missouri (n=1) f	%*	Kansas (n=6) f	%	Total (n=7) f	%
Complete Curriculum Package	0	0	0	0	0	0
Textbooks	1	1.00	0	0	1	17
Selected unit books or pamphlets	0	0	2	33	2	33
Resource units or teacher guides	0	0	1	17	1	17
Reference materials	0	0	3	50	2	33

*Percentage f of n
Note: n=number of teachers who use the materials

Table 6

WAY IN WHICH PROJECT MATERIALS ARE USED:
ANTHROPOLOGY CURRICULUM STUDY PROJECT (ANTHRO)

Use	Missouri (n=5) f	%*	Kansas (n=5) f	%	Total (n=10) f	%
Textbooks	1	20	0	0	1	10
Selected unit books or pamphlets	2	40	3	60	5	50
Reference materials	2	40	2	40	4	40

*Percentage f of n
Note: n=number of teachers who use the materials

Table 7

WAY IN WHICH PROJECT MATERIALS ARE USED:
BASIC CONCEPTS IN HISTORY AND THE SOCIAL STUDIES (ROZWENC)

Use	Missouri (n=15) f	% *	Kansas (n=44) f	%	Total (n=59) f	%
Textbooks	1	7	3	7	4	7
Selected unit books or pamphlets	4	27	8	18	12	20
Reference materials	10	67	33	75	43	73

*Percentages f of n
Note: n=number of teachers who use the materials

Table 8

WAY IN WHICH PROJECT MATERIALS ARE USED:
COMMITTEE ON THE STUDY OF HISTORY (BROWN)

Use	Missouri (n=9)		Kansas (n=25)		Total (n=34)	
	f	%*	f	%	f	%
Textbooks	1	11	6	24	7	21
Selected unit books or pamphlets	1	11	6	24	7	21
Reference Materials	7	78	13	52	20	59

*Percentage f of n
Note: n=number of teachers who use the materials

Table 9

WAY IN WHICH PROJECT MATERIALS ARE USED
DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Use	Missouri (n=8) f	%	Kansas (n=15) f	%	Total (n=23) f	%
Textbooks	1	13	10	67	11	48
Selected unit books or pamphlets	1	13	4	27	5	22
Resource units or teacher guides	3	37	1	6	4	18
Reference materials	3	37	0	0	3	12

*Percentage f of n
Note: n=number of teachers who use the materials

Table 10

WAY IN WHICH PROJECT MATERIALS ARE USED:
DEVELOPMENT OF ECONOMIC CURRICULAR MATERIALS
FOR SECONDARY SCHOOLS (LOVENSTEIN)

Use	Missouri (n=1) f	%*	Kansas (n=1) f	%	Total (n=2) f	%
Complete Curriculum Package	0	0	0	0	0	0
Textbooks	0	0	0	0	0	0
Selected unit books or pamphlets	1	1.00	1	1.00	2	1.00
Reference materials	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers who use the materials

Table 11

WAY IN WHICH PROJECT MATERIALS ARE USED:
ECON 12

Use	Missouri (n=1) f	%	Kansas (n=2) f	%	Total (n=3) f	%
Complete Curriculum Package	0	0	0	0	0	0
Textbooks	0	0	0	0	0	0
Selected unit books or pamphlets	0	0	2	1.00	2	67
Resource units or teacher guides	1	1.00	0	0	1	33
Reference materials	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers who use the materials

Table 12

WAY IN WHICH PROJECT MATERIALS ARE USED:
HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)

Use	Missouri (n=6) f	% *	Kansas (n=5) f	%	Total (n=11) f	%
Complete Curriculum Package	1	17	0	0	1	9
Textbooks	0	0	0	0	0	0
Selected unit books or pamphlets	3	50	4	75	7	64
Reference materials	2	33	1	25	3	27

*Percentage f of n
Note: n=number of teachers who use the materials

Table 13

WAY IN WHICH PROJECT MATERIALS ARE USED:
SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

Use	Missouri (n=12) f	%	Kansas (n=27) f	%	Total (n=39) f	%
Complete Curriculum Package	0	0	4	14	4	10
Textbooks	0	0	1	4	1	3
Selected unit books or pamphlets	4	33	12	44	16	41
Reference materials	8	67	10	37	18	46

*Percentage f of n
Note: n=number of teachers who use the materials

Table 14

WAY IN WHICH PROJECT MATERIALS ARE USED:
ASIAN STUDIES INQUIRY PROGRAM (ASIA)

Use	Missouri (n=13) f	%*	Kansas (n=17) f	%	Total (n=30) f	%
Textbooks	0	0	1	6	1	3
Selected unit books or pamphlets	4	31	1	6	5	17
Reference materials	9	69	15	88	24	80

*Percentage f of n
Note: n=number of teachers who use the materials

Table 15

WAY IN WHICH PROJECT MATERIALS ARE USED:
PROJECT AFRICA (AFRICA)

Use	Missouri (n=0)		Kansas (n=7)		Total (n=7)	
	f	%*	f	%	f	%
Complete Curriculum	0	0	0	0	0	0
Textbooks	0	0	0	0	0	0
Selected unit books or pamphlets	0	0	3	43	3	43
Resource units or teacher guides	0	0	2	29	2	29
Reference Materials	0	0	2	29	2	29

*Percentage f of n
Note: n=number of teachers who use the materials

Table 16

WAY IN WHICH PROJECT MATERIALS ARE USED:
HARVARD SOCIAL STUDIES PROJECT (OLIVER)

Use	Missouri (n=42)		Kansas (n=44)		Total (n=86)	
	f	%*	f	%	f	%
Textbooks	2	5	3	7	5	6
Selected unit books or pamphlets	26	62	21	48	47	55
Reference materials	14	33	20	45	34	40

*Percentage f of n
Note: n=number of teachers who use the materials

Table 17

WAY IN WHICH PROJECT MATERIALS ARE USED:
NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT
(NCA FRP)

Use	Missouri (n=15)		Kansas (n=15)		Total (n=30)	
	f	%*	f	%	f	%
Textbooks (Primary reading material)	3	20	4	29	7	23
Selected unit books (Secondary reading material)	4	27	2	14	6	20
Reference materials	8	53	9	64	17	57

*Percentage f of n
Note: n=number of teachers who use the materials

MANNER OF INTRODUCTION TO PROJECT MATERIALS

Those teachers that were using the various project materials were asked to indicate how they became familiar with the materials. The question of project dissemination is answered by this section.

The possible agents of introduction listed on the questionnaire (for teacher selection) were:

1. college courses
2. in-service programs
3. special institutes or workshops
4. professional literature
5. publisher's agents

Tables eighteen through thirty-two present the data concerning the manner of teacher introduction to each of the fourteen projects used in the study. A brief analysis of the data related to the two most used projects is as follows:

1. Twenty-six teachers (30 percent of total users) were introduced to the Harvard Social Studies Project through the professional literature.
2. A special workshop or institute was the primary agent for introducing Fenton's project materials to teachers.

A summary table for all projects is located on page 45. The most effective agent for the introduction of project materials to ultimate users was the college or university methods course, (104 teachers). The professional literature was the second most effective agent, (87 teachers). Least effective in introducing project materials to teachers (of the options offered) were in-service programs, (34 teachers) and publisher's agents, (40 teachers).

Table 18

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
HIGH SCHOOL CURRICULUM FOR ABLE STUDENTS
(FENTON)

Agent of Introduction	Missouri (n=29) f	% *	Kansas (n=35) f	%	Total (n=64) f	%
College course	6	21	8	24	14	22
In-service program	2	7	4	12	6	10
Special workshops or institutes	3	10	12	35	15	24
Professional literature	3	10	3	9	6	10
Publisher's Agent	7	24	4	12	11	17
Other	8	28	3	9	11	17

*Percentage f of n
Note: n=number of teachers who use the materials

Table 19

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES
(WEST)

Agent of Introduction	Missouri (n=1) f	% *	Kansas (n=6) f	%	Total (n=7) f	%
College course	0	0	2	33	2	28
In-service program	0	0	1	17	1	14
Special workshops or institutes	0	0	1	17	1	14
Professional literature	0	0	1	17	1	14
Publisher's Agent	0	0	0	0	0	0
Other	1	1.00	1	17	2	28

*Percentage f of n
Note: n=number of teachers who use the materials

Table 20

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
ANTHROPOLOGY CURRICULUM STUDY PROJECT (ANTHRO)

Agent of Introduction	Missouri (n=5)		Kansas (n=5)		Total (n=10)	
	f	%*	f	%	f	%
College course	0	0	1	20	1	10
In-service program	0	0	0	0	0	0
Special workshops or institutes	0	0	2	40	2	20
Professional literature	4	80	1	20	5	50
Publisher's Agent	0	0	0	0	0	0
Other	1	20	1	20	2	20

*Percentage f of n
Note: n=number of teachers who use the material

Table 21

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
BASIC CONCEPTS IN HISTORY AND THE SOCIAL STUDIES
(ROZWENC)

Agent of Introduction	Missouri (n=15) f	%*	Kansas (n=44) f	%	Total (n=59) f	%
College course	4	27	18	41	22	37
In-service program	0	0	4	9	4	7
Special workshops or institutes	0	0	5	11	5	8
Professional literature	7	47	8	18	15	25
Publisher's Agent	0	0	1	2	1	7
Other	4	27	8	18	12	20

*Percentage f of n
Note: n=number of teachers who use the materials

Table 22

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
COMMITTEE ON THE STUDY OF HISTORY (BROWN)

Agent of Introduction	Missouri (n=9) f	%*	Kansas (n=25) f	%	Total (n=34) f	%
College course	4	44	12	46	16	46
In-service program	0	0	3	12	3	9
Special workshops or institutes	0	0	7	27	7	20
Professional literature	2	22	2	8	4	11
Publisher's Agent	0	0	1	4	1	3
Other	3	33	0	0	3	9

*Percentage f of n
Note: n=number of teachers who use the materials

Table 23

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Agent of Introduction	Missouri (n=8)		Kansas (n=15)		Total (n=23)	
	f	%*	f	%	f	%
College course	0	0	4	24	4	18
In-service program	1	14	2	12	3	12
Special workshops or institutes	2	29	3	18	5	22
Professional literature	3	43	4	24	7	30
Publisher's Agent	0	0	1	6	1	4
Other	1	14	1	6	1	4

*Percentage f of n
Note: n=number of teachers who use the materials

Table 24

MANNER OF INTRODUCTION TO PROJECT MATERIALS
DEVELOPMENT OF ECONOMIC CURRICULAR MATERIALS FOR SECONDARY SCHOOLS
(LOVENSTEIN)

Agent of Introduction	Missouri (n=1)		Kansas (n=1)		Total (n=2)	
	f	%*	f	%	f	%
College course	0	0	1	1.00	1	50
In-service program	0	0	0	0	0	0
Special workshops or institutes	1	1.00	0	0	1	50
Professional literature	0	0	0	0	0	0
Publisher's Agent	0	0	0	0	0	0
Other	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers who use the materials

Table 25

MANNER OF INTRODUCTION TO PROJECT MATERIALS
ECON 12

Agent of Introduction	Missouri (n=1) f	%*	Kansas (n=2) f	%	Total (n=3) f	%
College course	0	0	1	50	1	33
In-service program	1	1.00	0	0	1	33
Special workshops or institutes	0	0	0	0	0	0
Professional literature	0	0	0	0	0	0
Publisher's Agent	0	0	0	0	0	0
Other	0	0	1	50	1	33

*Percentage f of n
Note: n=number of teachers who use the materials

Table 26

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)

Agent of Introduction	Missouri (n=6) f	%*	Kansas (n=5) f	%	Total (n=11) f	%
College course	0	0	2	40	2	18
In-service program	1	17	0	0	1	9
Special workshops or institutes	2	33	2	40	4	37
Professional literature	1	17	0	0	1	9
Publisher's Agent	2	33	0	0	2	18
Other	0	0	1	20	1	9

*Percentage f of n
Note: n=number of teachers who use the materials

Table 27

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

Agent of Introduction	Missouri (n=12) f	% *	Kansas (n=27) f	%	Total (n=39) f	%
College course	1	8	5	19	6	15
In-service program	0	0	1	4	1	3
Special workshops or institutes	2	17	7	26	9	23
Professional literature	2	17	7	26	9	23
Publisher's Agent	3	25	2	7	5	13
Other	4	33	5	18	9	23

*Percentage f of n
Note: n=number of teachers who use the materials

Table 28

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
ASIAN STUDIES INQUIRY PROGRAM (ASIA)

Agent of Introduction	Missouri (n=13) f	%	Kansas (n=17) f	%	Total (n=30) f	%
College course	3	23	5	29	8	27
In-service program	1	8	0	0	1	3
Special workshops	0	0	1	6	1	3
Professional literature	3	23	4	24	7	23
Publisher's Agent	2	15	5	29	7	23
Other	4	31	2	12	6	20

*Percentage f of n
Note: n=number of teachers who use the materials

Table 29

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
PROJECT AFRICA (AFRICA)

Agent of Introduction	Missouri (n=0) f	%*	Kansas (n=7) f	%	Total (n=7) f	%
College course	0	0	1	14	1	14
In-service program	0	0	0	0	0	0
Special workshops or institutes	0	0	2	29	2	29
Professional literature	0	0	2	29	2	29
Publisher's Agent	0	0	0	0	0	0
Other	0	0	2	29	2	29

*Percentage f of n
Note: n=number of teachers who use the materials

Table 30

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
HARVARD SOCIAL STUDIES PROJECT (OLIVER)

Agent of Introduction	Missouri (n=42)		Kansas (n=44)		Total (n=86)	
	f	%*	f	%	f	%
College Course	9	21	9	20	18	21
In-wervice program	8	19	2	5	10	12
Special workshops or institutes	3	7	6	14	9	10
Professional literature	10	24	16	26	26	30
Publisher's Agent	1	2	4	9	5	9
Other	11	26	7	16	18	21

*Percentage f of n
Note: n=number of teachers who use the materials

Table 31

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT
(NCA FRP)

Agent of Introduction	Missouri (n=15) f	%*	Kansas (n=15) f	%	Total (n=30) f	%
College course	3	20	5	36	8	28
In-service program	2	13	1	7	3	10
Special workshops or institutes	1	7	3	21	4	14
Professional literature	2	13	2	14	4	14
Publisher's Agent	5	33	2	14	7	24
Other	2	13	1	7	3	10

*Percentage f of n
Note: n=number of teachers who use the materials

Table 32

MANNER OF INTRODUCTION TO PROJECT MATERIALS:
SUMMARY TABLE FOR ALL PROJECTS

Agent of Introduction	Missouri (n=156) f	%*	Kansas (n=246) f	%	Total (n=402) f	%
College Course	30	19	74	30	104	26
In-service program	16	10	18	7	34	8
Special Institute or workshop	14	9	51	20	65	16
Professional literature	37	24	50	20	87	22
Publisher's Agent	20	13	20	8	40	10
Other	39	25	33	15	72	18

*Percentage f of n
Note: n=total number of introductions to project materials

TEACHER INTENTION TO READOPT OR CONTINUE USE OF MATERIALS

Those participating teachers, using project materials, were asked to indicate whether they intended to readopt and continue use of the materials. An analysis of their answers determines if the impact of the projects has been positive and continuous or negative and temporary.

Tables 33 to 47 reveal the intentions of the teachers to continue using the various project materials. A table is utilized for each of the fourteen projects. The combined data for all projects are summarized in Table 47.

Fifty-three teachers (83 percent of total users) now using Fenton's curriculum anticipate continued use of that project's materials. Only eleven teachers (17 percent of total users) do not anticipate continued use of the material.

Eighty-three teachers (96 percent of total users) now using Harvard Project materials anticipate continued use of those materials. Only four teachers (4 percent of total users) intend to discontinue use of the project's materials.

As revealed in Table 47, page 61, ninety-two percent of the teachers currently using project materials plan to continue with their use.

Table 33

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
HIGH SCHOOL CURRICULUM FOR ABLE STUDENTS (FENTON)

Intent to Continue Use	Missouri (n=29)		Kansas (n=35)		Total (n=64)	
	f	%*	f	%	f	%
Yes	18	62	19	54	37	58
Probably	6	21	10	29	16	25
Not Likely	3	10	6	17	9	14
No	2	7	0	0	2	3

*Percentage f of n
Note: n=number of teachers using the materials

Table 34

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES
(WEST)

Intent to Continue Use	Missouri (n=1) f	% *	Kansas (n=6) f	%	Total (n=7) f	%
Yes	0	0	2	33	2	28
Probably	1	1.00	2	33	3	44
Not Likely	0	0	2	33	2	28
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 35

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
ANTHROPOLOGY CURRICULUM STUDY PROJECT (ANTHRO)

Intent to Continue Use	Missouri (n=5)		Kansas (n=5)		Total (n=10)	
	f	%*	f	%	f	%
Yes	0	0	1	20	1	10
Probably	2	40	4	80	6	60
Not Likely	2	40	0	0	2	20
No	1	20	0	0	1	10

*Percentage f of n
Note: n=number of teachers using materials

Table 36

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
BASIC CONCEPTS IN HISTORY AND THE SOCIAL STUDIES
(ROWENC)

Intent to Continue Use	Missouri (n=15) f	%*	Kansas (n=44) f	%	Total (n=59) f	%
Yes	7	47	24	54	31	53
Probably	8	53	20	46	28	47
Not Likely	0	0	0	0	0	0
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 37

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
COMMITTEE ON THE STUDY OF HISTORY (BROWN)

Intent to Continue Use	Missouri (n=9) f	%*	Kansas (n=25) f	%	Total (n=34) f	%
Yes	4	44	20	80	24	71
Probably	4	44	4	16	8	24
Not Likely	0	0	1	4	1	3
No	1	12	0	0	1	3

*Percentage f of n
Note: n=number of teachers who use the materials

Table 38

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Intent to Continue Use	Missouri (n=8) f	%*	Kansas (n=15) f	%	Total (n=23) f	%
Yes	4	50	5	33	9	39
Probably	4	50	7	47	11	48
Not Likely	0	0	3	20	3	13
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers who use the materials

Table 39

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
DEVELOPMENT OF ECONOMIC CURRICULAR MATERIALS FOR SECONDARY SCHOOLS
(LOVENSTEIN)

Intent to Continue Use	Missouri (n=1)		Kansas (n=1)		Total (n=2)	
	f	%*	f	%	f	%
Yes	0	0	1	1.00	1	50
Probably	0	0	0	0	0	0
Not Likely	1	1.00	0	0	1	50
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 40

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
ECON 12

Intent to Continue Use	Missouri (n=1) f	%*	Kansas (n=2) f	%	Total (n=3) f	%
Yes	0	0	1	50	1	33
Probably	1	1.00	1	50	2	67
Not Likely	0	0	0	0	0	0
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 41

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)

Intent to Continue Use	Missouri (n=6)		Kansas (n=5)		Total (n=11)	
	f	%*	f	%	f	%
Yes	2	33	2	40	4	37
Probably	3	50	3	60	6	54
Not Likely	0	0	0	0	0	0
No	1	17	0	0	1	9

*Percentage f of n
Note: n=number of teachers using the materials

Table 42

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

Intent to Continue Use	Missouri (n=12)		Kansas (n=27)		Total (n=39)	
	f	%*	f	%	f	%
Yes	6	50	15	56	21	54
Probably	5	42	12	44	17	44
Not Likely	1	8	0	0	1	3
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 43

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
ASIAN STUDIES INQUIRY PROGRAM (ASIA)

Intent to Continue Use	Missouri (n=13) f	%*	Kansas (n=17) f	%	Total (n=30) f	%
Yes	4	31	8	47	12	40
Probably	9	69	8	47	17	57
Not Likely	0	0	1	6	1	3
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using materials

Table 44

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
PROJECT AFRICA (AFRICA)

Intent to Continue Use	Missouri (n=0) f	%*	Kansas (n=7) f	%	Total (n=7) f	%
Yes	0	0	5	71	5	71
Probably	0	0	1	14	1	14
Not Likely	0	0	1	14	1	14
No	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 45

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
HARVARD SOCIAL STUDIES PROJECT (OLIVER)

Intent to Continue Use	Missouri (n=42)		Kansas (n=44)		Total (n=86)	
	f	%*	f	%	f	%
Yes	32	76	27	60	59	68
Probably	7	16	17	38	24	28
Not Likely	2	5	1	2	3	3
No	1	2	0	0	1	1

*Percentage f of n
Note: n=number of teachers using the materials

Table 46

INTENTION TO READOPT OR CONTINUE USE OF MATERIALS:
NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT
(NCA FRP)

Intent to Continue Use	Missouri (n=15)		Kansas (n=15)		Total (n=30)	
	f	%*	f	%	f	%
Yes	7	47	5	33	12	40
Probably	5	33	10	67	15	50
Not Likely	2	13	0	0	2	7
No	1	7	0	0	1	3

*Percentage f of n
Note: n=number of teachers using the materials

Table 47

INTENTION TO CONTINUE USE OF MATERIALS: SUMMARY TABLE FOR ALL PROJECTS

Intent to Continue Use	Missouri (n=156)		Kansas (n=246)		Total (n=402)	
	f	%*	f	%	f	%
Yes	83	53	135	54	218	54
Probably	55	36	96	39	151	38
Not Likely	11	7	15	7	26	6
No	7	4	0	0	7	2

*Percentage f of n
Note: n=total number of statements of intention regarding continued use of materials.

PROJECT MATERIAL
USE BY SUBJECT AREAS

The purpose of this section is to determine which disciplines or subject areas are most widely affected by the use of project materials. The participating teachers that were using a project's materials were asked to identify the subject area(s) in which they were using the material.

Tables 48-62 disclose the subject areas most affected by each of the projects used for this study. Table 62, page 77, provides a summary of all projects and affected disciplines.

The Harvard Project materials were most frequently used in American history courses (fifty-eight teachers, 67 percent of total users). This project's materials are also widely used in six other subject areas.

Fenton's project materials were most frequently used in both American and world history courses. Twenty-three teachers (36 percent of total users) in both subjects were using the materials.

A perusal of Table 62 indicates that the greatest impact of the national social studies projects has been in American history courses. There are two hundred-one cases of project materials being employed in American history. World history courses were a distant second with ninety-one cases of teacher use.

The project materials have had the least impact (discounting psychology) in the areas of anthropology and geography. The virtual absence of anthropology courses would explain the lack of impact in this area.

Table 48

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: HIGH SCHOOL CURRICULUM FOR ABLE STUDENTS (FENTON)

Type of Course	Missouri (n=29) f	%*	Kansas (n=35) f	%	Total (n=64) f	%
World history	15	52	8	23	23	36
American history	7	24	16	46	23	36
Geography	0	0	0	0	0	0
Sociology	0	0	2	6	2	3
Government	4	14	15	43	19	30
Contemporary Problems	0	0	3	9	3	5
Economics	4	14	3	9	7	11
Anthropology	0	0	2	6	2	3
Psychology	1	3	1	3	2	3

*Percentage f of n
Note: n=number of teachers using the materials

Table 49

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES (WEST)

Type of Course	Missouri (n=1)		Kansas (n=6)		Total (n=7)	
	f	%*	f	%	f	%
World history	0	0	1	17	1	14
American history	1	1.00	3	50	4	57
Geography	0	0	0	0	0	0
Sociology	0	0	0	0	0	0
Government	0	0	2	33	2	28
Contemporary Problems	0	0	1	17	1	14
Economics	0	0	1	17	1	14
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 50

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
ANTHROPOLOGY CURRICULUM STUDY PROJECT (ANTHRO)

Type of Course	Missouri (n=5)		Kansas (n=5)		Total (n=10)	
	f	%*	f	%	f	%
World history	0	0	0	0	0	0
American history	2	40	1	20	3	30
Geography	0	0	0	0	0	0
Sociology	3	60	2	40	5	50
Government	0	0	0	0	0	0
Contemporary Problems	0	0	0	0	0	0
Economics	0	0	0	0	0	0
Anthropology	0	0	2	40	2	20
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 51

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
BASIC CONCEPTS IN HISTORY AND THE SOCIAL STUDIES (ROZWENC)

Type of Course	Missouri (n=15)		Kansas (n=44)		Total (n=59)	
	f	%*	f	%	f	%
World history	2	13	4	9	6	10
American history	13	87	37	58	50	85
Geography	0	0	0	0	0	0
Sociology	0	0	4	9	4	7
Government	0	0	13	30	13	22
Contemporary Problems	1	7	5	11	6	10
Economics	1	7	2	5	2	5
Anthropology	0	0	1	2	1	2
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 52

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: COMMITTEE ON THE STUDY OF HISTORY (BROWN)

Type of Course	Missouri (n=9)		Kansas (n=25)		Total (n=34)	
	f	%*	f	%	f	%
World history	1	11	3	12	4	12
American history	7	77	22	88	29	85
Geography	0	0	0	0	0	0
Sociology	0	0	1	4	1	3
Government	2	22	6	24	8	24
Contemporary Problems	1	11	2	8	3	9
Economics	0	0	1	4	1	3
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 53

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Type of Course	Missouri (n=8) f	%*	Kansas (n=15) f	%	Total (n=23) f	%
World history	0	0	1	7	1	4
American history	0	0	4	7	4	16
Geography	0	0	0	0	0	0
Sociology	1	13	0	0	1	4
Government	1	13	2	13	3	12
Contemporary Problems	0	0	1	7	1	4
Economics	6	74	6	40	12	52
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 54

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: DEVELOPMENT OF ECONOMIC CURRICULAR MATERIALS FOR SECONDARY SCHOOLS (LOVENSTEIN)

Type of Course	Missouri (n=1)		Kansas (n=1)		Total (n=2)	
	f	%*	f	%	f	%
World history	0	0	0	0	0	0
American history	0	0	0	0	0	0
Geography	0	0	0	0	0	0
Sociology	0	0	0	0	0	0
Government	0	0	0	0	0	0
Contemporary Problems	0	0	0	0	0	0
Economics	1	1.00	1	1.00	2	1.00
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 55

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
ECON 12

Type of Course	Missouri (n=1) f	%	Kansas (n=2) f	%	Total (n=3) f	%
World history	0	0	0	0	0	0
American history	0	0	0	0	0	0
Geography	0	0	0	0	0	0
Sociology	0	0	0	0	0	0
Government	0	0	0	0	0	0
Contemporary Problems	0	0	0	0	0	0
Economics	1	1.00	2	1.00	3	1.00
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 56

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
HIGH SCHOOL GEOGRAPHY PROJECT (HSGP)

Type of Course	Missouri (n=6) f	%	Kansas (n=5) f	%	Total (n=11) f	%
World history	3	50	1	20	4	36
American history	0	0	2	40	2	18
Geography	3	50	2	40	5	45
Sociology	0	0	0	0	0	0
Government	0	0	0	0	0	0
Contemporary Problems	0	0	0	0	0	0
Economics	0	0	0	0	0	0
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 57

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

Type of Course	Missouri (n=12) f	%*	Kansas (n=27) f	%	Total (n=39) f	%
World history	0	0	1	4	1	3
American history	1	8	8	30	9	23
Geography	0	0	1	4	1	3
Sociology	7	58	15	55	22	56
Government	1	8	3	13	4	10
Contemporary Problems	3	24	4	17	7	20
Economics	0	0	1	4	1	3
Anthropology	0	0	2	8	2	5
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 58

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
ASIAN STUDIES INQUIRY PROGRAM (ASIA)

Type of Course	Missouri (n=13) f	%*	Kansas (n=17) f	%	Total (n=30) f	%
World history	10	77	10	60	20	67
American history	1	7	6	35	7	23
Geography	2	15	1	6	3	10
Sociology	1	7	2	12	3	10
Government	0	0	3	18	3	10
Contemporary Problems	1	7	2	12	3	10
Economics	0	0	1	6	1	3
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 59

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: PROJECT AFRICA (AFRICA)

Type of Course	Missouri (n=0) f	%	Kansas (n=7) f	%	Total (n=7) f	%
World history	0	0	3	43	3	43
American history	0	0	2	29	2	29
Geography	0	0	3	43	3	43
Sociology	0	0	0	0	0	0
Government	0	0	0	0	0	0
Contemporary Problems	0	0	0	0	0	0
Economics	0	0	1	14	1	14
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 60

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
HARVARD SOCIAL STUDIES PROJECT (OLIVER)

Type of Course	Missouri (n=42)		Kansas (n=44)		Total (n=86)	
	f	%*	f	%	f	%
World history	16	38	5	11	21	24
American history	19	45	39	89	58	67
Geography	1	2	0	0	1	1
Sociology	3	6	7	16	10	12
Government	8	19	11	25	19	22
Contemporary Problems	10	24	7	16	17	20
Economics	3	6	1	2	4	5
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*percentage f of n
Note: n=number of teachers using the materials

Table 61

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS: NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT (NCA FRP)

Type of Course	Missouri (n=15)		Kansas (n=15)		Total (n=30)	
	f	%*	f	%	f	%
World history	3	20	4	27	7	23
American history	2	13	8	53	10	33
Geography	3	20	0	0	3	10
Sociology	0	0	0	0	0	0
Government	1	7	3	20	4	13
Contemporary Problems	7	47	6	40	13	43
Economics	0	0	1	7	1	3
Anthropology	0	0	0	0	0	0
Psychology	0	0	0	0	0	0

*Percentage f of n
Note: n=number of teachers using the materials

Table 62

DISTRIBUTION OF PROJECT MATERIAL USE BY SUBJECT AREAS:
SUMMARY TABLE FOR ALL PROJECTS

Type of Course	Missouri (n=184) f	%*	Kansas (n=347) f	%	Total (n=531) f	%
World history	50	27	41	12	91	17
American history	53	28	148	43	201	38
Geography	9	5	7	2	16	3
Sociology	15	8	33	10	48	9
Government	17	9	58	17	75	14
Contemporary Problems	23	12	31	9	54	10
Economics	16	9	21	6	37	7
Anthropology	0	0	7	2	7	1
Psychology	1	1	1	003	2	004

*Percentage f of n
Note: n=number of cases of project materials being used with each type of course--not necessarily related to number of teachers in sample.

Chapter IV

SUMMARY AND CONCLUSIONS

It was the purpose of this study to determine the present impact of the National Social Studies Projects in the Midwest, in particular, the states of Kansas and Missouri. Specifically, the study attempted to determine the degree of teacher familiarity with projects; the extent to which high school social studies teachers are using project materials; the extent to which materials produced by particular projects are in use; how the new materials are being used in all cases; how teachers who use materials were introduced to the materials; whether the materials are having a temporary or a permanent impact; and the degree to which particular disciplines or subjects are being affected by each of the projects and by the projects generally.

The data to provide answers to these questions was collected by questionnaire from two randomly-selected sub-samples of two hundred-fifty public high school social studies teachers in both Missouri and Kansas. Four hundred-four teachers (81 percent) responded to the questionnaires. The data was collected during the Spring (March and April) of 1971.

SUMMARY OF FINDINGS

The following are the major findings of the study:

1) The project with which the sample was most familiar was Donald Oliver's Harvard Social Studies Project. One hundred and sixty-four teachers (41 percent) were familiar with this project.

2) Other projects rating high in familiarity are Edwin Rozwenc's project, "Basic Concepts in History and the Social Sciences", one hundred and forty-five teachers (36 percent) and Edwin Fenton's "High School Curriculum for Able Students", one hundred-forty teachers (35 percent).

3) Projects which were least known were those not available through commercial publishers.

4) Most frequently used materials were those of the Harvard Social Studies Project--eighty-six teachers (21 percent) make some use of Harvard materials in their teaching.

5) Second in use by teachers were the materials produced by Fenton's project--sixty-four teachers (16 percent), followed by Rozwenc's materials--fifty-nine teachers (15 percent).

6) Least used materials (1-2 percent) were those produced by projects not available through commercial publishers and those of very limited applicability.

7) Fenton's "Curriculum for Able Students" is used by eighteen teachers (29 percent of total users) as a complete curriculum package--nineteen teachers (31 percent of total users) use only the textbooks--while twenty-five teachers (40 percent of total users) use the materials only as reference works.

8) Oliver's Harvard Curriculum is used as a basic text by only five teachers (6 percent of total users)--forty-seven teachers (55 percent of total users) use selected unit books developed by the project to supplement a basic text (its intended use by the developers)--while thirty-four teachers (40 percent of total users) use the materials for reference only.

9) Rozwenc's unit books for American history are used as a basic text by only four teachers (7 percent of total users)--twelve teachers (20 percent of the total users) use selected unit books as supplements to a basic text (the intended use)--whereas, forty-three teachers (73 percent of total users) employ the materials only as reference books.

10) Primary agent by which Harvard Social Studies Project was introduced to its current users was the professional literature--twenty-six teachers (30 percent of total users) learned about the project in this way.

11) Primary agent by which current users of Fenton's project materials were introduced to that project was the special workshop or institute.

12) Most effective agent generally for the introduction of project materials to ultimate users was the college or university methods course--in one hundred-four cases introductions were made this way. The professional literature was the second most effective agent.

13) Least effective in introducing project materials to teachers (of the options offered) were in-service programs (thirty-four such introductions were made) and publisher's agents--only forty introductions were made in this way.

14) Fifty-three teachers (83 percent of total users) now using Fenton's curriculum anticipate continued use of that program--whereas, only eleven teachers (17 percent of total users) do not anticipate continued use.

15) Eighty-three teachers (96 percent of total users) now using Harvard project materials anticipate continued use of those materials--whereas, only four teachers (4 percent of total users) anticipate discontinuing use of the project's materials.

16) In all cases of project material use, 92 percent of teachers currently using the materials anticipate continuing use.

17) Fenton's project materials are most frequently used in both American and world history courses--twenty-three teachers (36 percent of total users) in each case.

18) Harvard project materials are most frequently used in American history courses--fifty-eight teachers (67 percent of total users) employ the materials in such courses. This project's materials are also widely used in six other social science subject areas.

19) The impact of the national social studies projects currently is far greater in American history courses than any others. There are two hundred and one cases of project materials being employed in American history, followed distantly by ninety-one cases of such use in world history courses.

20) The projects have had least impact (discounting psychology) in the areas of anthropology and geography. In the case of the former, this is clearly due to the virtual absence of courses where an impact could be had.

CONCLUSIONS

Based upon the foregoing findings, the following conclusions seem appropriate:

1) Public high school social studies teachers in Missouri and Kansas are most familiar with The Harvard Social Studies Project, Edwin Fenton's "High School Curriculum for Able Students", and Edwin Rozwenc's "Basic Concepts for History and the Social Sciences".

2) Public high school social studies teachers in Missouri and Kansas are least familiar with those projects which are not available through commercial publishers.

3) By far the most widely used materials in Missouri and Kansas public high schools are the Harvard project materials.

4) Also used with some frequency are the materials produced by Edwin Fenton's project and Edwin Rozwenc's project.

5) When uses of materials "for reference only" are viewed as distinct from other uses involving adoption for general student use, the Rozwenc project does not appear to be nearly so widely used as are the Harvard and the Fenton curricula.

6) In Missouri and Kansas the most effective agents for disseminating knowledge of the mentioned social studies projects, culminating in the use of project materials, are the college or university methods course and professional literature.

7) In Missouri and Kansas the least effective agents for disseminating knowledge of the national social studies projects, cluminating in the use of project materials are school in-service programs and publisher's agents.

8) Public high school social studies teachers currently using project materials apparently have responded in a highly favorable way to those materials, based upon the stated intention of over ninety percent to readopt or continue use of these materials.

9) The projects have had their greatest impact in courses in American history, followed at a great distance by world history. Impact is also a function of how widely taught the courses are, and American history courses are somewhat more widely taught than world history. Both are more widely taught than other courses.

10) The projects have had least impact in anthropology and geography, in that order. In terms of numbers the projects could not have a great impact in anthropology since few such courses are offered in Missouri and Kansas.

11) If use of project materials is viewed in terms of opportunities for use (number of teachers and courses taught), then geography clearly is the area of least impact. This may be explained by the fact that materials developed by projects other than the one committed to preparing geography materials (HSGP) are generally not applicable to geography, whereas they tend to be to some degree applicable to most other areas. Limited use of HSGP materials is due to the recentcy of their publication (late 1970).

12) Although there are no benchmarks as yet, the national social studies projects are clearly not as well known nor as widely used in Missouri and Kansas as might be expected after approximately ten years of "curriculum revolution" and the massive amounts of money and talent expended in their development and testing.

It is the hope of the present researchers that this study may serve as a benchmark to other studies of this type, both in other sections of the nation and in the midwest in about three years.

It is also anticipated that as teachers are given time to examine carefully the too recently published materials of SRSS and HSGP, the forthcoming "Patterns of Human Culture" program developed by the Anthropology Study Project and the programs developed by the Political Science Project, based at Indiana University, the impact of the projects will more nearly justify claims of a "new social studies" in the midwest.

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APPENDIX A

The Questionnaire

THE NATIONAL SOCIAL STUDIES PROJECTS
A Regional Survey of Implementation Trends

PLEASE READ THE FOLLOWING EXPLANATIONS BEFORE PROCEEDING

Each of the national social studies projects is introduced by name and by a brief description, followed by the question, "Are you familiar with these materials?" If your response is "no", proceed to the next page and project. If your response is "yes", you are then asked whether or not you use the materials in teaching. If your response to this is "no", proceed to the next page and project. If your response is "yes", please respond to the other four questions relating to that project. It is expected that most respondents will need to respond to the remaining questions for no more than one or two projects.

Please be acquainted with the following usage options to which you will be asked to respond:

1) Curriculum packages. Some of the projects have produced, in addition to student textbook materials, all necessary supporting materials and media (records, filmstrips, films, transparencies, etc.) required for implementation. If you have adopted such a complete package, place an x in the appropriate space.
2) Textbooks. Many projects have developed textbook materials for complete courses of study (e.g. 11th. grade American history). Some of these course text materials are bound within one cloth or paper cover, while others are published as a series of small paperback "unit books", if your course is based primarily on a single project's textbook materials, place an x in the appropriate space.
3) Selected Unit Books. As noted above, many projects are developing their programs in the form of small unit books or "episode" booklets. If you are building some (but not most) of your teaching units around such materials, produced by a particular project, place an x in the appropriate space.
4) Resource Units and Teacher Guides. Several of the projects have not attempted to develop complete curriculum packages or textbook materials. Instead they have developed resource units and courses which suggest a wide range of optional strategies and materials, or teacher guides which identify concepts or generalizations, prescribing materials and strategies for attaining them. If you are building your course around these materials, place an x in the appropriate space.
5) Reference Books. Many of the project materials could be useful for occasional references by students or teachers. If you employ materials this way, place an x in the appropriate space.

Before proceeding to the project questions, please indicate by name the social studies courses which you teach this year.

1. _____
2. _____
3. _____

The following items have reference to materials used in your current teaching assignment. Please place an x in the appropriate spaces.

HIGH SCHOOL CURRICULUM FOR ABLE STUDENTS

Description:

Edwin Fenton, Director; Carnegie-Melon University; Complete curriculum packages for grades 9-12; Designed for able students; Published by Holt, Rinehart, Winston, Includes Comparative Political Systems and Comparative Economic Systems (Grade 9); Shaping of Western Society and Tradition and Change in Four Societies (Grade 10); A New History of the United States (Grade 11); and Introduction of Behavioral Sciences and the Humanities in Three Cities (Grade 12).

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ____

Yes____ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following characterizes best the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or Teacher guides
___5) Reference materials

b. How did you gain familiarity with these?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based on your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World History
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) Other_____

UNIVERSITY OF MINNESOTA PROJECT SOCIAL STUDIES

Description:

Edith West, Director; Funded by USOE; Produced Teacher Guides and resource units for Grades 9-12; Units are concept organized and emphasize inquiry methods; Published by Green Printing Co. of Minneapolis.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ____

Yes____ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) _____(Others)

ANTHROPOLOGY CURRICULUM STUDY PROJECT

Description:

Malcolm Collier, Director; Sponsored by the American Anthropological Association; Will ultimately produce a 1 semester anthropology course; Has now produced several anthropology unit books appropriate for integration into history courses or broader social science courses; Published materials include these unit books, History as Cultural Change: An Overview, Kiowa Years, The Great Tree and the Longhouse, and a reference book entitled An Annotated Bibliography of Anthropological Materials for High School Use. Macmillan Co. publishes the materials.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ____

Yes____ 2. Do you use any of these materials? If yes, respond to the following:
No ____

a. Which of the following best characterized the way in which you use the materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption and continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World History
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) _____(others)

BASIC CONCEPTS IN HISTORY AND THE SOCIAL STUDIES

Description:

Edwin Rozwenc, Director; Amherst College; Produced paperback unit books for American history emphasizing historical interpretation; 12 books in all including the following titles: Conflict and Consensus in the American Revolution, Democracy in Age of Jackson, The Entrepreneur in the Guilded Age, Presidential Power in the New Deal, Reconstruction and the Race Problem, etc. The unit books are published by D. C. Heath and Co.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ____

Yes____ 2. Do you use any of these materials? If yes, respond to the following:
No ____

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption and continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) _____(others)

COMMITTEE ON THE STUDY OF HISTORY

Description:

Richard Brown, Director; Formerly based at Amherst College, now at Newberry Library, Chicago; Has produced two sets of inquiry oriented high school American history unit books. First series, published in 1966, called New Dimensions in American History, by D. C. Heath and included such titles as the Monroe Doctrine, States Rights and the Indian Removal, The Spanish American War, British Views of the American Revolution, The Missouri Compromise, etc., Series included 10 unit books; A second series, just completed published by Addison-Wesley, includes 13 titles; Some titles include: Communism in America: Liberty and Security in Conflict, Korea and the Limits of Limited War, Freedom and Authority in Puritan New England, Hiroshima: A Study in Science, Politics, and the Ethics of War, etc.

Material Uses:

Yes____ No ____ 1. Are you familiar with these materials?

Yes____ No ___ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) _____(others)

DEVELOPMENTAL ECONOMIC EDUCATION PROGRAM (DEEP)

Description:

DEEP provides resources to help school systems develop and adapt economics material for instruction; DEEP has produced supplementary books of readings on economics, designed for inclusion within existing courses in American or world history and social problems; Most widely used materials produced by Minneapolis, Pittsburg, Des Moines, Seattle, and Oregon DEEP; Material available from Joint Council on Economic Education.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ____

Yes____ 2. Do you use any of these materials? If yes,
No ___ respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary Problems
___7) Economics
___8) _____(others)

DEVELOPMENT OF ECONOMIC CURRICULAR MATERIALS FOR SECONDARY SCHOOLS

Description:
Meno Lovenstein, Director; Ohio State University; Produced a one-semester 9th grade economics course: Course consists of 18 short units; Available from Ohio Council on Economic Education.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ___

Yes____ 2. Do you use any of these materials? If yes, respond to the following:
No ___

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(others)

Description:

Suzanne Helburn and John Sperling, Directors: San Jose State College; Produced a one-semester 12th grade elective in economics; Consists of a complete package of four units, supporting media, and teaching materials; Addison-Wesley is the publisher.

Material Uses:

Yes____ No ___ 1. Are you familiar with these materials?

Yes____ No ___ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(others)

HIGH SCHOOL GEOGRAPHY PROJECT

Description:

Nicholas Helburn, Director; Association of American Geographers, University of Colorado at Boulder; Designed as a 10th grade geography course but useful as supplements to other social studies courses; Consists of six unit books with all necessary media (slides, transparencies, maps, and games); Published by Macmillan.

Material Uses:

Yes____ No ___ 1. Are you familiar with these materials?

Yes____ No ___ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption and continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(others)

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES (SRSS)

Description:

American Sociological Association; University of Michigan, Ann Arbor; Has produced eight sociological unit (episode) books; intended for integration into existing courses in history, government, and social problems; Published unit books include Migration Within the United States; Incidence and Effects of Poverty in the United States, Family Roles, The Kid Who Had a Thing For Lincoln: A Study of Juvenile Delinquency, Leadership in America: A Study of Black Leadership, etc. The project has also produced a series of paperback reading books for use as supplementary resources; Publisher is Allyn and Bacon.

Material Uses:

Yes____ No ___ 1. Are you familiar with these materials?

Yes____ No ___ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials do you anticipate re-adoption and continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(other)

HARVARD SOCIAL STUDIES PROJECT

Description:

Donald Oliver, Director; Harvard University; produced the PUBLIC ISSUE SERIES; A series of inexpensive paperback unit books using a case study approach to the study of controversial issues and value conflict; Titles include The Railroad Era, The New Deal, Nazi Germany, The American Revolution, Negro Views of America, Taking a Stand, etc.; The books are published by American Education Publications.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ___

Yes____ 2. Do you use any of these materials? If yes, respond to the following:
No ___

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(others)

PROJECT AFRICA

Description:

Barry K. Beyer, Director; Carnegie-Mellon University; Produced a one-semester course on Africa South of the Sahara; Consists of three unit (topic) books; Also published a resource book for teachers; Materials are appropriate for introduction into existing courses in world studies, history, or geography; Publisher is Crowell.

Material Uses:

Yes____ 1. Are you familiar with these materials?
No ___

Yes____ 2. Do you use any of these materials? If yes, respond to the following:
No ___

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____ _____(others)

NORTH CENTRAL ASSOCIATION FOREIGN RELATIONS PROJECT

Description:

James Becker, Director; Produced a series of unit books on foreign policy for inclusion within courses in history, government, or social problems; Titles include The New Europe, The Common Market and the United States, India and the World Today, Africa and the World Today, Japan-Ally in the Far East, The United States Role in Latin America, Chinese Dilemma, etc.; Publisher is Laidlaw.

Material Uses:

Yes____ No ___ 1. Are you familiar with these materials?

Yes____ No ___ 2. Do you use any of these materials? If yes, respond to the following:

a. Which of the following best characterizes the way in which you use these materials?
___1) Complete Curriculum Package
___2) Textbooks
___3) Selected unit books or pamphlets
___4) Resource units or teacher guides
___5) Reference materials

b. How did you gain familiarity with these materials?
___1) Through a college course
___2) Through an in-service program
___3) Through a special institute or workshop
___4) Through professional literature
___5) Through a publisher's agent
___6) In another way

c. Based upon your experience with these materials, do you anticipate re-adoption or continued use of these materials?
___1) Yes
___2) Probably
___3) Not likely
___4) No

d. In which of the following types of courses do you use this material?
___1) World history
___2) American history
___3) Geography
___4) Sociology
___5) Government
___6) Contemporary problems
___7) Economics
___8) _____(others)

APPENDIX B

Cover Letter

UNIVERSITY OF MISSOURI-COLUMBIA

College of Education

February 20, 1971

You are one of two-hundred and fifty high school social studies teachers selected to participate in a state-wide study of curriculum implementation trends of 14 national social studies projects.

Enclosed you will find a questionnaire to fill out. Since most, if not all, teachers will find it necessary to respond to only the first one or two items on most pages, the questionnaire should require no more than 10 minutes of your time.

You may be assured that the information you provide will be held in the strictest confidence. No mention will be made of you or your school, and no attempt at evaluation is implied or intended. I would also like to point out that no stigma is attached to a teacher's failure to use any of the 14 sets of materials which are the subject of this study. You may well use a textbook and materials which are superior in quality to those of the projects.

Recognizing the great demands which are made upon your time, I request your assistance with this study only because it is urgent that we know how effective has been the dissemination of information about the national social studies projects in Missouri and that we know what the response of Missouri teachers has been to the materials produced by these projects.

In order to help us maximize returns please separately mail the enclosed postcard at the same time you return your questionnaire. This separate mailing guarantees the anonymity of your response.

Thank you for your time and cooperation in making this study a success. You will receive a summary of the study's findings later this year.

Sincerely yours,

Wayne Dumas, Associate Professor
Social Studies Education

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